

Colleton Middle
603 Colleton Loop
Walterboro, SC 29488

Grades 6–8 Middle School

Enrollment 857 Students

Principal Shannon C Stepehns 843–549–2690

Superintendent Charles W. Gale Jr. 843–549–5611

Board Chair Mr. Miles Crosby 843–549–5715

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	3	31	18

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 11 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Unsatisfactory	Below Average	No

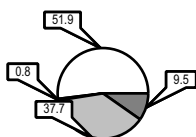
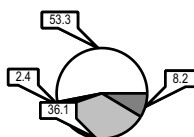
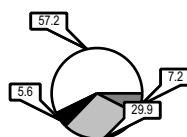
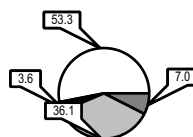
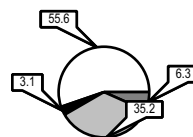
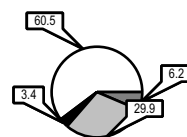
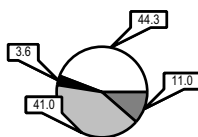
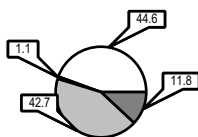
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	806	99.6	51.7	37.7	9.5	1.1	16.1	No	Yes
Gender									
Male	424	99.5	58.5	35.0	6.0	0.5	11.1		
Female	382	99.7	44.4	40.6	13.3	1.7	21.4		
Racial/Ethnic Group									
White	296	100.0	37.0	44.1	17.8	1.1	25.2	No	Yes
African American	481	99.4	61.2	33.0	4.7	1.1	9.6	No	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	50.0	33.3	16.7	0.0	33.3	I/S	I/S
American Indian/Alaskan	11	100.0	27.3	72.7	0.0	0.0	45.5	I/S	I/S
Disability Status									
Not Disabled	692	99.7	49.1	39.6	10.3	0.9	17.3		
Disabled	114	99.1	67.6	25.7	4.8	1.9	8.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	806	99.6	51.7	37.7	9.5	1.1	16.1		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	803	99.6	51.7	37.7	9.5	1.1	16.1		
Socio-Economic Status									
Subsidized meals	657	99.7	56.3	35.4	7.1	1.2	12.7	No	Yes
Full-pay meals	148	99.3	31.7	47.5	20.1	0.7	30.9		

Mathematics – State Performance Objective = 36.7%									
All Students	806	99.6	53.2	36.2	8.2	2.4	16.9	No	Yes
Gender									
Male	424	99.5	51.3	39.1	7.3	2.3	15.0		
Female	382	99.7	55.3	33.1	9.2	2.5	18.9		
Racial/Ethnic Group									
White	296	100.0	37.8	44.1	13.3	4.8	26.3	No	Yes
African American	481	99.4	62.8	31.4	4.7	1.1	11.1	No	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	66.7	8.3	25.0	0.0	25.0	I/S	I/S
American Indian/Alaskan	11	100.0	36.4	54.5	9.1	0.0	18.2	I/S	I/S
Disability Status									
Not Disabled	692	99.7	48.5	39.2	9.5	2.8	19.3		
Disabled	114	99.1	81.9	18.1	0.0	0.0	1.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	806	99.6	53.2	36.2	8.2	2.4	16.9		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	803	99.6	53.2	36.2	8.2	2.4	16.9		
Socio-Economic Status									
Subsidized meals	657	99.7	56.8	34.6	6.4	2.1	13.8	No	Yes
Full-pay meals	148	99.3	37.4	43.2	15.8	3.6	30.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	806	99.5	57.2	29.9	7.2	5.6	12.9
Gender							
Male	424	99.3	58.0	29.0	7.3	5.7	13.0
Female	382	99.7	56.4	30.8	7.2	5.6	12.8
Racial/Ethnic Group							
White	296	99.7	39.3	35.9	13.3	11.5	24.8
African American	481	99.4	69.5	25.4	2.9	2.2	5.1
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	41.7	25.0	25.0	8.3	33.3
American Indian/Alaskan	11	100.0	27.3	63.6	9.1	0.0	9.1
Disability Status							
Not Disabled	692	99.7	51.5	34.0	8.0	6.6	14.5
Disabled	114	98.3	92.4	4.8	2.9	0.0	2.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	806	99.5	57.2	29.9	7.2	5.6	12.9
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	803	99.5	57.2	29.9	7.2	5.6	12.9
Socio-Economic Status							
Subsidized meals	657	99.5	61.9	28.8	5.1	4.1	9.2
Full-pay meals	148	99.3	36.7	34.5	16.5	12.2	28.8

Social Studies							
All Students	806	99.3	53.0	36.3	7.0	3.8	10.8
Gender							
Male	424	98.8	54.2	34.9	6.8	4.2	10.9
Female	382	99.7	51.7	37.8	7.2	3.3	10.6
Racial/Ethnic Group							
White	296	99.7	41.1	38.9	13.7	6.3	20.0
African American	481	99.0	60.9	34.0	3.1	2.0	5.1
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	50.0	33.3	8.3	8.3	16.7
American Indian/Alaskan	11	100.0	36.4	63.6	0.0	0.0	0.0
Disability Status							
Not Disabled	692	99.6	47.2	40.8	7.8	4.2	12.0
Disabled	114	97.4	88.5	8.7	1.9	1.0	2.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	806	99.3	53.0	36.3	7.0	3.8	10.8
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	803	99.3	52.9	36.3	7.0	3.8	10.8
Socio-Economic Status							
Subsidized meals	657	99.2	58.0	34.9	4.3	2.8	7.1
Full-pay meals	148	99.3	30.9	42.4	18.7	7.9	26.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	303	100.0	60.9	31.3	7.7	N/A	7.7
	7	289	100.0	53.4	39.8	6.1	0.7	6.8
	8	236	99.2	35.2	51.5	12.8	0.4	13.2
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	285	99.3	64.2	28.5	6.5	0.8	7.3
	7	303	99.7	49.6	41.5	8.5	0.4	8.8
	8	218	100.0	37.9	45.1	15.4	1.5	16.9
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	303	100.0	43.8	42.8	10.4	3.0	13.5
	7	289	100.0	60.2	33.0	5.4	1.4	6.8
	8	236	99.2	47.6	45.8	5.7	0.9	6.6
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	285	99.3	45.4	37.7	13.5	3.5	16.9
	7	303	99.7	57.7	34.5	4.9	2.8	7.7
	8	218	100.0	55.9	37.4	6.2	0.5	6.7
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	285	99.3	62.3	26.2	6.5	5.0	11.5
	7	303	99.7	54.9	29.2	8.5	7.4	15.8
	8	218	99.5	52.8	36.4	6.7	4.1	10.8
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	285	99.0	57.5	35.1	5.8	1.5	7.3
	7	303	99.7	60.2	29.6	5.6	4.6	10.2
	8	218	99.1	36.4	48.2	10.3	5.1	15.4

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 857)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	8.1%	15.5%
Retention rate	12.5%	Up from 11.6%	5.0%	3.0%
Attendance rate	95.3%	Up from 94.6%	95.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.9%	Down from 7.8%	7.5%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.9%	Down from 7.4%	7.5%	4.6%
Eligible for gifted and talented	9.5%	Up from 8.7%	7.6%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.9%	No change	15.3%	13.6%
Older than usual for grade	14.8%	Up from 12.9%	7.0%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.3%	Up from 3.0%	1.2%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 61)				
Teachers with advanced degrees	37.7%	Down from 39.0%	50.0%	51.8%
Continuing contract teachers	62.3%	Down from 79.7%	69.0%	78.1%
Highly qualified teachers	93.9%	Up from 91.5%	89.4%	89.6%
Teachers with emergency or provisional certificates	22.2%	Up from 12.7%	8.9%	6.0%
Teachers returning from previous year	70.3%	Down from 73.3%	78.8%	85.4%
Teacher attendance rate	95.9%	Down from 96.7%	94.7%	94.9%
Average teacher salary	\$37,381	Up 2.0%	\$40,069	\$41,328
Prof. development days/teacher	10.2 days	Up from 9.9 days	10.8 days	11.5 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	3.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 19.8 to 1	18.6 to 1	21.3 to 1
Prime instructional time	90.9%	Up from 89.5%	87.6%	89.3%
Dollars spent per pupil*	\$5,528	Down 9.1%	\$7,043	\$6,022
Percent of expenditures for teacher salaries*	66.6%	Down from 68.3%	59.1%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.9%	93.6%	96.1%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	100.0%		89.4%	
Highly qualified teachers in high poverty schools	91.2%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Colleton Middle School began the 2004-05 school year with three changes in administration, having hired a new principal and two new assistant principals. Through the combined efforts of the Leadership Committee, faculty, staff, students, and parents, Colleton Middle experienced many noteworthy academic and staff accomplishments.

With the assistance of two District Instructional Facilitators, Colleton Middle School was able to address many issues in the area of staff development, standard-based instruction, student academic achievement, curriculum pacing, and benchmark assessment. The entire faculty also participated in a major district-wide initiative from DataWorks Educational Research, Explicit Direct Instruction. Through EDI, our teachers were involved in mastering teaching techniques through teaching content standards using research-based instruction and providing appropriate assessments.

Data was analyzed from various assessments, including: PACT, benchmarks, and core curriculum tests to identify students' strengths and weaknesses. Decisions were made regarding students' academic needs and assistance was provided from multiple sources during the school day and after school. A major emphasis was placed on reading as we initiated a new reading program, Scientific Reading Associates (SRA). Orchard Computer Lab was also established to provide a perfect blend of instruction with motivating activities and challenging games so that students of all ability levels could benefit. All students were given the opportunity to attend the 21st Century, Growth Achievement and Pride (GAP) after-school program and transportation was provided to take students home. Reteaching and Retesting program was offered to any student who did not score satisfactorily on any major assignment. Faculty and students were trained in peer mediation and conflict resolution to assist with student behavior and classroom management. In an effort to decrease student drop-out, we implemented Student Opportunity to Accelerate and Rebound (SOAR) program targeting at-risk students and providing additional assistance to meet grade-level standards in all core subjects, which enabled many students to advance to their correct grade level. At the completion of the school year, summer enrichment classes were provided for students to have additional opportunities to improve academic achievement.

Honors and gifted classes were offered to academically talented students in math and language arts. Other active groups in our school included the Academic Team, Honor's Chorus, Navy Sea Cadets, Sisters in Action, Men above the Crew, National Junior Beta Club, and Peer Mediators.

The 2005-06 school year promises further challenges as we continue with the school-wide initiative already in existence. The faculty and staff at Colleton Middle School are committed to improving student achievement through high quality, standard-based curriculum, instruction, and assessment.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	151	32
Percent satisfied with learning environment	59.0%	58.4%	61.3%
Percent satisfied with social and physical environment	56.4%	62.0%	56.7%
Percent satisfied with school-home relations	47.4%	79.9%	53.3%

*Only students at the highest middle school grade level at this school and their parents were included.